

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 JUN 23 PM 12: 29 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Galveston Independent School District	Vendor ID # 1746000921	Mailing address line 1 3904 Avenue T	
Mailing address line 2	City Galveston	State TX	ZIP Code 77550
County- District # 084-902	Campus number and name Galveston Independent School District	ESC Region # 4	US Congressional District # 14
		DUNS # 0793972040000	

Primary Contact

First name Marcia	M.I. J	Last name Proctor	Title Director of Special Initiatives
Telephone # 409-370-7496		Email address Marcia_proctor@gisd.org	FAX # 409-62-1324

Secondary Contact

First name Mitzi	M.I.	Last name McAfee	Title Director PD-TIF
Telephone # 409-766-5111		Email address Mitzi_mcafee@gisd.org	FAX # 409-621-1324

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Larry	M.I.	Last name Nichols	Title Superintendent
Telephone # 409-766-5121		Email address Larry_nichols@gisd.org	FAX # 409-762-8391
Signature (blue ink preferred)			Date signed

Larry W. Nichols

1/17/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Galveston Independent School District has been engaged in the work of improving educator effectiveness for the last eight years through its implementation of **DATE** (District Awards for Teacher Excellence), **TTIPS** (Texas Title I Priority Schools) and the federal **TIF** (Teacher Incentive Fund). Galveston ISD received input from all key stakeholders who would be affected in establishing priorities for expanding its work with possible funding from the Educator Excellence Innovation Program. After reviewing district performance data which included student achievement data, teacher observation and value-added data, professional development practices, employee retention and compensation, we have identified five main areas, which are supported by the majority of GISD teachers and administrators.

GISD will expand and intensify its efforts in the following practices:

- **Induction and Mentoring** – Preparing and supporting new teachers
- **Evaluation** – Providing teachers and administrators with multiple opportunities to strengthen the science and art of their craft through multiple observations with timely feedback
- **Professional Development and Collaboration** – Aligning professional development for the purpose of improving instructional practice
- **Strategic Compensation and Retention** – Creating innovative compensation plans to recruit and retain effective teachers
- **Recruiting and Hiring** – Recruiting, selecting and retaining the best talent
- **Career Pathways** – Creating strategic pathways to support teacher development to take on additional leadership roles

In reviewing our 3-year **Teacher Incentive Fund** data, while we have made substantial progress on these objectives, there are some performance measures we would still like to improve in order to build capacity and sustainability. The Education Excellence Innovation Program will allow us to continue with our objectives:

- Improve student achievement by increasing teacher and principal effectiveness
- Reform teacher and principal compensations systems so that teachers and principals are rewarded for increasing student achievement
- Provide all students the opportunity to meet challenging State academic content standards and academic achievement standards by recruiting, hiring, retaining and compensating effective teachers.
- Substantially strengthen teachers' knowledge of the Texas Essential Knowledge and Skills (TEKS)
- Provide opportunities for professional development and collaboration to assist teachers in the attainment of tangible and marketable skills
- Increase the number of effective teachers providing instruction to poor, minority, and disadvantaged students in hard-to-staff-subjects

After input from the campuses and the District Education Committee, we propose using Educator Excellence Innovation Program funding to accomplish the five priorities listed below in rank order:

(1) Support for professional development and collaboration for continued capacity building for classroom teachers and administrators—

- **Professional Learning Communities:** Refinement of collaborative efforts to help teachers reflect on their practice, and participate in their own professional growth with peers and mentors.
- **Observations and feedback:** Immediate feedback assists teachers and administrators in working on their pedagogical and professional performance
- **Conferences and Travel:** Recognizing that funds are limited, the district will fund some conference attendance that directly support the district's objectives/initiatives. Attendance to conferences such as International Reading Association, AVID, PTLW, Learningforward, CAMT, lead4ward, Capturing Kids Hearts.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

(2) Continue to retain current effective administrators and teachers and recruit others

- a. **Strategic Compensation Plan:** Implement practices, financial incentives to help in the retention of effective educators
- b. **Career pathways:** Structure opportunities for teachers to share their talents in other capacities such as mentor/coach

(3) Expand existing new teacher mentoring program

- a. **Professional Development:** Continue New Teacher Academy Week and monthly professional development meetings
- b. **Mentees/Mentors:** Lower current ratio to 5:1
- c. **Expand program:** increase support from a one year program to a three year program

(4) Improve student outcomes through sustaining current teacher professional development and collaboration efforts –

- a. **Balanced Literacy Program:** Implementation and expansion of Balanced Literacy to all schools to improve student reading performance.
- b. **Implementation of RTI with Fidelity:** Use of RTI and analysis of site implementation to implement with fidelity.
- c. **Mathematics Curriculum:** Implementation of math curriculum and strategies across all campuses. Similar to Balanced Literacy, the District believes that an additional year of professional development, including coaching and mentoring teachers will ensure the sustainability of the initiative and student performance will increase in mathematics.
- d. **Lead4ward/STAAR4ward:** Implementation of strategies for understanding data, the Texas Essential Knowledge and Skills (TEKS) and how to utilize the information to improve student performance
- e. **Capturing Kids Hearts:** Implementation to foster establishing the culture and climate of the classroom

(5) Pay for early exit in order to better meet staffing and recruitment needs**Proposed Strategic Compensation Plan**

GISD currently requires staff to meet three (3) areas of proficiency before being considered for the Teacher Incentive Fund pay for performance system. The three areas are professional development, student achievement, and classroom observations.

TIF student achievement is based on converting STAAR performance to a norming group. A value-added score is then determined based on previous testing data for each student. If a teacher has at least seven (7) students with data, the teacher can receive a value - added score

For the Educator Excellence Innovation Program, a teacher must be rated proficient to be eligible for incentive compensation for student achievement. The TIF payout guidelines will apply; however, student achievement will be determined by the current Texas State Accountability System.

Teachers/Administrators must return and have a campus assignment the following year in order to receive the Pay for Performance award unless the employee is retiring.

Eligible Pay for Performance Categories

- K – 3rd reading/literacy teachers for early reading success using the DAR
- K – 3rd mathematics
- All teachers responsible for STAAR/EOC test, Index 2, Index 3
- Teachers at high risk schools or teachers willing to transfer to high risk schools will be eligible for additional compensation
- STAAR/EOC teachers for campus distinctions earned (maximum of three)
- Campus administrators for campus distinctions and for meeting system safeguards
- Instructional specialists/facilitators who contribute to campus meeting/exceeding state performance standard

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 084902				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$810,750	\$	\$810,750	\$891,250	\$	\$891,250	
Schedule #8	Professional and Contracted Services (6200)	6200	\$150,000	\$	\$150,000	\$75,000	\$	\$75,000	
Schedule #9	Supplies and Materials (6300)	6300	\$11,500	\$	\$11,500	\$11,500	\$	\$11,500	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$983,250	\$0	\$983,250	\$985,750	\$	\$985,750	
Percentage% indirect costs (see note):			N/A	\$16,750	\$16,750	N/A	\$14,250	\$14,250	
Grand total of budgeted costs (add all entries in each column):			\$983,250	\$16,750	\$1,000,000	\$	\$14,250	\$1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:						Year 1		Year 2	
						\$1,000,000		\$1,000,000	
Percentage limit on administrative costs established for the program (10%):						x .10		x .10	
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:						\$100,000		\$100,000	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 084902			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher			\$	\$	
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director			\$	\$	
5 Project coordinator	1		\$70,000	\$70,000	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor @ \$30,000 each 2 year 1 / 4 year 2		4	\$60,000	\$120,000	
8 Secretary/administrative assistant	1		\$35,000	\$35,000	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15 Title			\$	\$	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$165,000	\$225,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			\$	\$	
20 6119 Professional staff extra-duty pay			\$540,000	\$550,000	
21 6121 Support staff extra-duty pay			\$	\$	
22 6140 Employee benefits			\$105,750	\$116,250	
23 61XX Tuition remission (IHEs only)			\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$645,750	\$666,250	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$810,750	\$891,250	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Data Aggregation System		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Compile all Data for payouts				
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
1	Contractor's payroll costs # of positions: 2	\$75,000	\$0	
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$	
	Contractor's supplies and materials	\$	\$	
	Contractor's other operating costs license and hosting	\$25,000	\$25,000	
	Contractor's capital outlay (allowable for subgrants only)	\$	\$	
Total budget:		\$100,000	\$100,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Grant Evaluation			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$50,000	\$50,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$50,000	\$50,000
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$150,000	\$75,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$150,000	\$75,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						Year 1	Year 2
	#	Type	Purpose	Quantity	Unit Cost			
	1	Computer	Executive Assistant	1	\$1,000			
	2	printer	office	1	\$755			
	3	laptops	Plus dock station	2-4	\$1415			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized						\$	\$
6399	Supplies and materials associated with advisory council or committee						\$	\$
Subtotal supplies and materials requiring specific approval:							\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:						\$5,000	\$5,170
Grand total:							\$11,000	\$8,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$5,000	\$5,000
	Specify purpose: Academic Coach Attend Training on coaching		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,500	\$6,500
Remaing 6400 – State Academic Conference (CAMT, CAST, Reading) Grand total:		\$11,500	\$11,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 084902			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1624	23.84%	Attendance rate	95.66%
Hispanic	3062	44.94%	Annual dropout rate (Gr 9-12)	2.2%
White	1830	26.86%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	138	2.03%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	5014	73.59%	Students taking the ACT and/or SAT	55.9%
Limited English proficient (LEP)	1128	16.56%	Average SAT score (number value, not a percentage)	937
Disciplinary placements	30	.004%	Average ACT score (number value, not a percentage)	19.6

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	79	20%	No degree	2	2%
Hispanic	76	20%	Bachelor's degree	338	85%
White	229	58%	Master's degree	54	13%
Asian	10	2%	Doctorate	0	0%
1-5 years exp.	121	30%	Avg. salary, 1-5 years exp.	44,829	N/A
6-10 years exp.	97	25%	Avg. salary, 6-10 years exp.	46,625	N/A
11-20 years exp.	100	26%	Avg. salary, 11-20 years exp.	50,961	N/A
Over 20 years exp.	76	19%	Avg. salary, over 20 years exp.	60,372	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	627	528	521	484	488	466	441	448	468	442	512	518	456	409	6808
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	24	23	22	22	34	30	23	33	35	30	38	30	27	24	395
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership Team comprised of the Superintendent, the Assistant Superintendent, the Chief Human Resource Officer and the Chief Financial Officer facilitates the process for identifying and prioritizing needs. In the Summer of 2011, the Assistant Superintendent engaged The Flippen Group to guide thirty district administrators through a process to establish the district's mission, core principles, action steps, three-five year initiatives, vision with targets to achieve the vision, annual priorities, key annual benchmarks and key performance indicators. The team used the SWOT (strengths, weaknesses, opportunities and threats) model to frame the district's strategic plan. Once the group identified the district's needs, the team facilitated an intensive needs assessment in order to rank the identified needs. The key annual benchmarks and key performance indicators that were outlined in 2011 are reviewed quarterly.

The process for identifying and prioritizing the needs goes through several groups so that the opportunity exists to gather input from many stakeholders. The participants consist of the campus administrators, curriculum specialists, program coordinators, the District Education Committee, the Board Curriculum Committee, and the RAVE Advisory Board. The compositions of the group vary depending upon the function within the district. Most of the groups meet monthly. The campus principals and district directors meet with the Superintendent twice a month. **The RAVE Advisory Board** is comprised of representatives from each campus who help monitor the implementation of the district's current Teacher Incentive Fund.

The process for gathering input works the same for each group. As an example, The District Leadership Team shares multiple sources of data related to student achievement, professional development, teacher and administrator performance and the relationship of the educators' performance to increasing student achievement with each group. The groups have the opportunity to review the district performance data, identify strengths and weaknesses, determine needs as a result of their analysis, ask for additional data that might be needed, and establish priorities for the district. The Leadership Team synthesizes the information from all of the stakeholders, facilitates sub-committees when needed, uses nominal group technique or polls to gain consensus and communicates the outcomes. **The District Education Committee**, a diverse group of stakeholders comprised of community/business leaders, parents, teachers and administrators, recommends if the District leaders should move forward with the priorities. So that school board members have a clear understanding of the priorities and are able to support them, the Board Curriculum Committee, a subset of the School Board, meet to review recommendations and hear from program coordinators or other leaders who have information to share. Once the Board Curriculum Committee is supportive of the priorities, they are added to the District Plan.

Campus administrators follow a similar process. Principals and their leadership teams establish processes for gathering data for review. A diverse group of people examines data specific to their school. Participants look at student achievement performance trends over a period of three years. They also review the effectiveness of programs and the impact those programs have had on student achievement. In addition, they look at their data on teacher effectiveness and the correlation of teacher performance to increased student achievement. The outcomes of their findings often are shared at the district level. Data related to teacher and student attendance, teacher and student retention, teacher and student performance become integral parts of the district's data. Campus principals get input from their faculty and staff on district priorities. This input may be in a survey format, an open discussion, or a vote. The outcome is communicated to the District Leadership Team. The District Leadership Team incorporates the outcomes in its summary or as part of the consensus data.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Professional development and collaboration: The grant program focuses on five groups for PD - administrators, new instructional leaders, new teachers, other teachers, and other staff. Each group will have PD designed specifically for their needs. These needs have been identified through school and classroom observations by external program evaluators, classroom observations for teacher evaluation, and educator surveys.	The program will address the highest need areas of differentiating classroom instruction, designing rigorous, coherent instruction and improving the functioning of the PLCs to increase collaboration and increase student achievement. A PD model will be used that includes review of research related to increasing student learning in target areas, teacher collaboration to identify student needs through reviewing data and student work, and collaborating to generate and test lessons and units.
2.	Strategic Compensation Plan: The district recognizes the importance of building a foundation for early learners. Teachers in grades K – 3 influence students' progress throughout their learning careers. The district also wants to compensate K-3 teachers whose students leave them on grade level in reading and math.	The Educator Excellence Innovation Program will address the need for compensating teachers who improve student performance for K-3 rd grade in reading and mathematics and performance for other teachers using the new state accountability performance measures for Index 2 and Index 3. Additional compensation would be provided to teachers who teach in high risk schools.
3.	New Teacher Mentoring Program: One third of the teaching staff in GISD has less than three years of experience. In two of the district's elementary schools, one third of their teachers left the district this past year. The fact that we have teacher turnover as we currently do indicates the need to provide new teachers with more support.	The current one year mentoring program would expand to three years thus greatly increasing new teacher support. The expanded mentoring program would allow for common planning times and collaboration through PLCs.; instructional coaching and frequent observations with detailed feedback., supported with intensive PD. EEIP would greatly reduce the mentee to mentor ratio from current 14:1 to 5:1. Frequency of interactions with mentees would triple.
4.	Improved student outcomes: Teachers must not only understand their data, they must understand how to communicate with one another and work together to improve their knowledge of the content and their pedagogy for delivering the content. In addition, teachers must have a deep understanding of the new accountability system so that they will help students make progress.	Teachers will work collaboratively with their horizontal and vertical teams to unpack the TEKS so that students understand the standards and can transfer their learning in meaningful ways. Teachers will ensure that every student meets the state's performance standards in all indexes. The funding will allow the district the opportunity to establish an incentive program that rewards teachers for making strides in Index 2 – Student Progress and Index 3 – Closing the Achievement Gap..
5.	Pay for Early Exit: Currently, many district employees wait until the last minute to notify Human Resources they are leaving because there is no incentive for informing the district. As HR looks for replacements, talented, qualified educators have received contract offers from other places and the district may or may not find the best candidates to fill needed positions.	The grant program will allow the district to be able to provide compensation to educators who inform the district that they are leaving as early as January or February. The Human Resource Department would be able to recruit qualified applicants earlier and offer them positions. The District would offer \$3500 to educators who notify HR by January and \$2500 to those who notify HR by February.

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County-district number or vendor ID: 084-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief of Human Resources	Experience Recruiting, Hiring and Retaining Personnel; experience developing compensation plans; experience developing evaluation tools for teachers and principals; supervising principals and teachers; coordinating teacher induction programs
2.	Coordinator for Teacher Incentive Fund	Experience developing compensation plans, professional development plans, evaluation tools for teachers and principals, supervising principals and teachers
3.	Assistant Superintendent	Experience developing compensation plans, professional development plans, evaluation tools for teachers and principals, supervising principals and teachers
4.	Coordinator for Mentor Teachers	Experience developing professional development for new teachers and mentor teachers; experience in coaching new teachers
5.	Director of Instructional Resources	Experience developing budgets, compensation plans

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve teacher performance through professional development	1. STAAR4Ward Implementation Success – 6 SE's	4/1/2014	8/1/2014
		2. Establishment & Communication of New Targets	8/21/2014	8/31/2016
		3. Development of Plans for Assessing Improvement	5/02/2014	6/06/2016
		4. Board Approval for Appraisal Calendar	8/20/2014	8/20/2014
		5. STAAR4Ward/Teachscape Implementation	8/21/2014	08/31/2016
2.	Reform teacher and administrator compensation systems to reflect Accountability	1. Revisions to Compensation System	04/1/2014	05/31/2014
		2. Inform all Stakeholders	8/18/2014	9/26/2014
		3. Review Performance Data	7/30/2014	7/30/2016
		4. Implement K- 3 Mathematics as Part of Plan	8/24/2015	8/31/2016
		5. Incentive Pay Distribution	12/19/2014	12/18/2015
3.	Improve student achievement in reading and mathematics	1. Meeting to Establish Baseline Data	4/1/2014	4/18/2014
		2. Complete 1 st Pilot of Data Management System	12/1/2014	1/16/2015
		3. Review of local and state data	05/30/2014	07/30/2016
		4. Develop and Refine Content Assessments	4/1/2014	8/31/2016
		5. Provide PD for New math TEKS	8/18/2014	12/19/2014
4.	Increase the number of high quality teachers at high needs schools	1. Create Advisory Team for Mentoring Program	4/1/2014	5/2/2014
		2. Hire Additional Mentors/Pedagogy Coaches	6/30/2014	7/1/2015
		3. Develop PD Plan for Mentors	7/1/2014	7/30/2015
		4. Review district performance data	7/25/2014	8/31/2016
		5. Recruit in district effective teachers to transfer	4/1/2015	8/31/2016
5.	Recruit and retain high quality educators	1. Define Guidelines for Early Exit Incentive	6/2/2014	7/1/2014
		2. Board Approval of Guidelines	10/15/2014	10/15/2014
		3. Announce Early Exit Incentive	11/1/2014	2/1/2015
		4. Recruit and Hire New Teachers	1/27/2015	8/31/2016
		5. Retain Effective Teachers	1/27/2015	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has a strategic plan that frames the direction of the district for the next 3 – 5 years. The GISD School Board has approved four goals specific to student achievement, effective educators, parent and community involvement, and financial responsibility. In order to make the goals become reality, action plans outline the objectives and strategies to be implemented, the individuals who will be responsible for those strategies, specific timelines for accomplishing the tasks, and a status or outcome section for reporting progress. The Assistant Superintendent coordinates the review of the plans. Individuals who were listed as the person responsible in the plan prepares a progress update quarterly. This information is shared with the Superintendent and other stakeholders. The Superintendent, the Assistant Superintendent, the Chief Human Resources Officer and the Chief Finance Officer meet weekly to discuss the progress of targeted goals. The Superintendent meets with principals and directors twice a month, and the District Education Committee (DEC) monthly. During those meetings, district leaders have an opportunity to contribute their ideas and/or insights related to the plan. Expectations are restated, misunderstandings are clarified; new strategies may be added, or the old ones may be refined, and the implementations continue. DEC members provide the district with a broader group of stakeholders (parents, students, teachers, administrators, and community members) to review the action plans, provide feedback and assist in the communication of any changes. The Superintendent keeps the Board informed through a weekly memo. In addition, the GISD Board is divided into three subcommittees –Curriculum, Finance and Policy. Meeting dates and agenda items are posted so that interested parties may attend the meetings. The subcommittee meetings are open to the public and allow Board members to spend more time on topics, goals and objectives that the district is aspiring to achieve. Every meeting has a time for public comment which allows an individual to address his/her concern or support. The comments are part of the feedback that is considered when making adjustments to the plans.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development and collaboration are cornerstones for sustaining a project. When teachers and administrators implement newly acquired knowledge and skills, the efforts to institutionalize a project become part of the standard practice within the district. Providing a common language and a common set of practices set in an instructional framework with clearly articulated goals supports the commitment needed to sustain an effort. The district will continue to support common planning times for teachers so that they can participate in Professional Learning Communities (PLCs). The investment in **mentor teachers** will allow the district to continue support to new teachers who are developing their skills and content knowledge. Principals will continue to conduct walk-throughs, conduct **teacher evaluations and appraisal reviews** and provide feedback to foster ongoing learning. Teachers will work collaboratively in their Professional Learning Communities. They will also have access to book studies, webinars, peer-coaching and coursework that can be taken online or face to face at an institution of higher learning. Teachers and administrators will be encouraged to participate in Action Research Projects.

The District will continue the **mentoring program** for new teachers and its **induction program** with participating universities. Currently, the district places student teachers in three of its schools and has a first-hand opportunity to hire talented graduates. District initiatives such as the development of understanding the TEKS and assessments under the guidance of **lead4ward** will continue. The institutionalization of balanced literacy, the secondary instructional framework, and problem based learning ensures a methodology that reinforces a common language and systems for monitoring progress. The District will to the extent that is financially feasible support **strategic compensation plans** to recruit and retain effective teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Documentation of project activities and participants (required PM 1,2,3,4,9&5)	1.	#, types, lengths schedule of activities implemented
		2.	Participation rates of various role groups
2.	Formative Assessment of quality of Professional Development (PD), PLCs, Mentoring	1.	Perceived benefits and value by participants, providers, supervisors
		2.	Perceived level of support necessary to implement
		3.	Observation and other evidence of increased level of research-based principles in PD & in classroom practice
3.	Formative Assessment of level of implementation of HR policies and practices	1.	Changes in practices in recruitment, hiring new teachers and pedagogical leaders, retention of teachers and principals
		2.	Changes and teacher perceptions of teacher evaluation process
		3.	Changes and teacher perceptions of changes in compensation plan
4.	Annual Summative Assessment of educator effectiveness and student achievement (Required PM 5,6,7, 8,10,11,12,13,14)	1.	Rates, increases of educators scoring at effectiveness levels, and amounts and kinds of PD related to effectiveness and student growth
		2.	Increases in student achievement
		3.	Rates, increases, criteria for retention;
5.	Annual Summative Assessment of permanent changes in HR practices (Preferred PM16)	1.	Permanent changes in pedagogical leadership positions
		2.	Permanent changes in compensation system
		3.	Changes in policies, practices for early hiring, support, retention

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external evaluation agency, Wexford Inc, has designed a comprehensive, robust and cost-effective evaluation and data plan, framed by the project objectives and performance measures. Project measures were developed with the Proposal Planning Group and aligned to EEIP program goals. The detailed formative and summative evaluation design will be developed, determining baseline data and annual targets during the first 30 days of the project. It will identify key benchmarks, align them with APQC (American Productivity Quality) standards, and monitor these to assess progress in meeting quality standards and timelines. It will involve program participants and other stakeholders such as partnership agencies to assure the quality and effectiveness of the program . **Data Collection Processes.** The evaluation will be comprehensive and ongoing, to collect, synthesize, and analyze data to track specific outcomes related to EEIP performance measures, including mentoring and induction, educator/staff evaluation, recruiting and hiring, and PD. The Wexford data managements system (WDES), will be used for continuous data collection of activity descriptions/data, the participants in each activity, and feedback from those participants. Educator effectiveness data will be accessed through a district data system and will be transferred to WDES. WDES ties the data together, allowing for critical data analysis, including the evaluation of PD, determining the relationship between types and amounts of PD, changes in educator effectiveness, and changes in student growth. Student descriptive and outcome data will be accessed through district systems and will be analyzed to determine if outcomes have increased to meet targets. Surveys, interviews, and focus groups processes will also be used. Evaluators will work with educators to help to identify and support Action Research Projects, and include findings as "Project Lessons Learned." **Project Delivery Problems.** Quantitative and qualitative data will be used to avoid, identify and correct project delivery problems. The evaluators will provide data summaries and reports, and meet with project and school leadership staffs to monitor progress toward benchmarks, performance measures and objectives. Through a data-feedback loop, the evaluation will support the use of APQC methodology based on Total Quality Management (TQM). This will allow the monitoring and review of all project information at regularly scheduled monthly Project Advisory Board meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The goal of the Galveston ISD induction program is to improve educator effectiveness through extensive and comprehensive professional development, mentoring which includes observations and feedback, and teacher collaboration.

Components of the GISD Teacher Induction System**Phase 1 – Student Teacher Induction Program**

Galveston ISD is a Professional Development Site selected by the University of Houston at Clear Lake for student teachers. After sending a team from the University to determine the sites that would serve its student teachers and the teachers of those identified sites voted to host the perspective student teachers, representatives from U of H Clear Lake entered in to a Memorandum of Understanding with the district. Aspiring teachers in the university's program must complete two semesters of student teaching. The first semester, the student interns must observe experienced teachers and teach one day out of each week. Since the students are only required to attend one day a week the first semester, GISD is able to hire the student interns as substitutes on their assigned campuses for the four days so that they can earn money and get additional experience. The second semester they must work at their assigned campus every single day and they are not compensated for doing so. The district is pleased with the relationship it has with the interns since principals are able to select talented teachers early because of this arrangement. Supervising teachers receive \$250 compensation each semester for working with student teachers. Other universities place student teachers in GISD; however, the other programs have different guidelines and expectations.

Phase 2 – New Teacher Mentor Program

Currently, Galveston ISD requires teachers who are new to the district to participate in a district designed mentoring program for one year. The program is launched every August one week prior to veteran teachers returning to school. New teachers are required to attend a 5 day orientation. The first three days is Capturing Kids' Hearts which allows teachers to develop relationship skills and acquire tools for classroom management. The remaining two days introduces new teachers to effective teaching strategies, instructional technology resources, district curriculum, and cultural diversity. New teacher participants include those who have recently graduated from college or alternative certification programs, and teachers who have experience but have not worked in the district.

Phase 3– Monthly Staff Development

The new teachers gather as a whole group monthly for a two hour professional development session. Monthly topics include classroom management strategies, working with parents and families; managing stress; teaching for learning; brain-based instruction; cultural diversity. The mentors attend the monthly staff development to support their mentees.

Phase 4- Instructional Coaching

GISD hires former certified teachers to serve as mentors to coach teachers who are new to the district. These mentors are former teachers with successful track records in improving student achievement. These mentor teachers see each mentee a minimum of once a week assisting the mentees with lesson planning, classroom management, and instructional delivery. They received \$25 an hour for their services and work 18 – 20 hours per week. All mentor teachers are trained with Heart of Teaching Series by Ginger Tucker, Capturing Kids' Hearts, Marzano's High Yield Strategies and STAAR. Mentor teachers observe teachers weekly, do demonstration lessons for new teachers or coordinate opportunities for new teachers to observe other effective teachers in their core area as needed. The district now has four mentors who serve 54 new teachers.

Three years of data indicate the need to expand the mentoring program. Of 127 teachers hired over a three year period, 67% returned to the district.

School Year	Total Number of New Teachers	# of New Teachers Returning to District after Completing First Year
2010-2011	41	26
2011-2012	25	11
2012-2013	61	48
2013-2014	54	TBD

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Proposed Program Expansion

The Educator Excellence Innovation Fund would provide Galveston ISD the opportunity to expand the current one year mentoring program to three years. The majority of returning teachers have only one year of teaching experience and would benefit greatly from continued support

The expanded program would ensure high quality mentoring; common planning times and collaboration through Professional Learning Communities; instructional coaching and support based on frequent observations with feedback; and on-going professional development. The second and third years will include the following:

Year 2**Phase 1- Support and ongoing professional development to new teachers**

Currently, the mentee to mentor ratio is 14 to 1. Ideally, the district would like to secure four additional mentors and reduce the ratio so that one mentor serves no more than five mentees. Instead of the once a week interaction, the mentors would be able to see mentees multiple times during the week. The district will continue to support common planning times for content area teachers so that new teachers benefit from the knowledge and skills of their colleagues. By lowering the numbers of mentees the mentors serve, they will be better able to assist new teachers in the development of a personal learning plan based on classroom observations and their perceptions of their needs. Professional development will be expanded to include support through book studies, webinars, PLCs, observations of professional colleagues, teacher tube, best practice videos, ESC professional development opportunities, and intra-district learning teams.

Phase 2 –Ongoing professional development to mentors

The district will ensure mentors are skilled in coaching and mentoring, in classroom observation protocols and in district initiatives. In year two, the mentor teacher will focus on delivery of instruction and pedagogy. The district will seek ways to use currently employed master teachers on the campus. A practicing teacher might teach ½ time and then serve as a campus mentor/instructional coach the other time for a campus. The mentor will assist teachers in data analysis, assessment development, curriculum mapping and other district initiatives. The mentor teacher will observe teachers daily and provide walkthrough feedback a minimum of twice per six weeks for all teachers served.

Phase 3 –Training to principals and other administrators to support new teachers and mentors

The district will provide campus administrators with the resources and tools to support new teachers and mentors. The administration will calibrate on walk-through forms and observation protocols. They will participate in training that will enhance their abilities to give meaningful feedback that focuses on improving performance.

Year 3**Phase 1 – Strategies to improve teacher effectiveness to support increased student achievement**

The district will provide multiple support people through the development of district/campus leadership teams who will assist teachers in improving student performance through work done in PLCs to align content to academic standards.

Phase 2 –Strategies to improve mentors' effectiveness in coaching for improved instruction

Mentors will observe teachers; model teach when necessary and provide support to assist teachers in improving instructional delivery.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD has developed a comprehensive observation process. In order to improve teaching practice and increase student achievement, the district designed an observation protocol that supports professional growth and collaboration. The critical factors for a successful implementation and growth experience for teachers depend upon how

- Observers are trained and supported to rate teacher practice accurately and consistently, based on a body of evidence collected during the observation
- Inter-rater reliability, based on accurate scoring, is established within and across schools
- Observers use the protocol as designed, with fidelity
- The instrument provides the basis for the improvement-focused conversations between observers and teachers that lead to the development and
- implementation of collaboratively-designed plans to improve teaching practice and, by extension, to leverage improved student achievement

GISD observers include trained campus leaders, a trained external appraiser, or a trained appraiser from either another campus or from the district level. The designated observers are trained through three professional learning modalities: group training, independent practice and individualized, at-elbow training with a designated coach. All observers who appraise teachers are also approved by the School Board.

Group training: Campus leaders participate in three full-day training sessions.

The focus of the first day is on reviewing and revising the protocol for the new school year. The observers identify indicators that may be ambiguous and work to bring clarity around the indicators. The second and third full day sessions focus on:

- Ensuring the campus leaders fully understand the revised tool and how to fairly and accurately collect evidence of teaching practice relative to the rubrics
- Developing accuracy in scoring teaching practice (through videos) relative to the designated levels of performance
- Facilitating achievement-focused collaborative discussions, based on the evidence gathered through the observations, to provide timely, specific and actionable feedback focused on improving practice
- Monitoring the implementation of the agreed-upon improvement strategies to ensure success

Independent practice: Master scored training videos are available for observers who want additional independent practice. Observers can view at times convenient for them. Observers watch and rate the videoed teachers, and then compare their rating to the video scored rating.

Individualized, at-elbow training/inter-rater reliability calibration: To ensure that observers remain calibrated at the highest level, observers will participate in at-elbow and inter-rater reliability calibration from a highly, skilled coach annually. Materials, such as scoring guides and evidence capture forms, will be made available to support the work of the campus and district leaders.

In order to improve instruction for increased learning, Galveston ISD focuses on the following core components for teachers: formative teacher observations which consist of four unscheduled 20 minute observations – 2 in the fall and 2 in the spring with feedback; administrative walkthroughs conducted throughout each grading period with feedback; collaborative improvement focused discussions; self-assessment and reflection; improvement focused action plans; and walks for learning.

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Administrative Walkthroughs

In addition to the observation protocol, the district principals developed through consensus an Administrative Walkthrough. Administrative Walkthroughs are aligned with the GSD Observation Protocol. Campus leaders are expected to provide a minimum of one administrative walkthrough, for every teacher, every six weeks. They are also expected to provide feedback following each walkthrough. The administrative walkthroughs not only benefit the teacher by providing ongoing performance feedback, they also benefit the campus administrators by encouraging them to focus on improving teaching and learning.

Collaborative Focused Discussions

The goals of these discussions is to provide a structure for the observer and teacher to engage in an evidence-based conversation about the practice observed, collaboratively identify areas for improvement and, together, design an improvement-focused professional learning plan. Based on effective performance feedback research, these critical conversations will be timely, specific, actionable and appropriate to best guide planning for improvement. All teachers receive evidence-based performance feedback on the practices observed during the formative assessments. This feedback is provided within three school days of the actual observation. As part of the conference, teachers reflect on the lesson observed in order to engage in a discussion about the lesson and its outcomes, provide contextual information, and, if they wish, bring artifacts of teaching/learning to further inform the collaborative discussion. Informed by these discussions, the observers will determine a final score for each formative assessment of teaching practice and provide this to the teacher within two school days following the conference. It is important to note that scoring will not be done until the observer and teacher meet to discuss the lesson observed.

Self-Reflection/Assessments –Teachers are required to address reflective prompts following each observed lesson. Incorporating elements of self-assessment, the guided reflection is designed to encourage and support analysis of the teacher's practice and the outcomes of the teacher achieved. The goal is to assist teachers in thinking about their teaching as an art and a science.

Improvement-Focused Action Plans – The observer and the teacher collaboratively develop improvement-focused action plans during their practice-focused discussions. The purpose of these plans is to codify the agreements made during the discussion and to provide a clear roadmap to guide instructional improvements. Progress relative to these plans can be assessed through Administrative Walkthroughs and through the Walks for Learning. The goal is to provide ongoing encouragement, support and continuous, informal progress monitoring relative to goal.

Walks for Learning – The non-evaluative Walks for Learning offer campus leaders and faculty a deeper understanding of instructional practice that can be analyzed and inquired by grade, content area, department or school wide, to inform improvement focused professional learning, monitor implementation of the professional learning plans, and measure their impact through capturing changes over time.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process for Galveston ISD is a two part system with overlapping components. The District incorporates the use of the PDAS system and the use of the district developed observation protocols for RAVE (Rewarding Achievement Valuing Excellence) which is Galveston's Teacher Incentive Fund System. The district is in its third year of implementation with the evaluation process and incentive fund distribution. PDAS is used to make contract renewal recommendations to the Board which occurs in April. The RAVE Observation Summative must be completed and recorded in the system by the end of May. Once scores arrive in July, the process is completed to determine the distribution of incentive awards. Both the PDAS summative and the RAVE summative include the following:

- **Observation Data** from four formative observations – **three 20 minute observations** relative to the GISD Observation Protocol and **one 45 minute observation** relative to the PDAS Domains I to IV. These are combined with data from the Administrative Walkthroughs and aggregated as part of the PDAS Summative and as part of the GISD RAVE (district Teacher Incentive Fund Program) Summative Observation Score. This Summative Observation Score counts as **40%** of the teacher's Annual Comprehensive Appraisal Score for RAVE..
- **PDAS Domains V through VIII**, Professional Development and Communication are critical aspects of improving teaching and learning. The PDAS score comprises **20%** of the Teacher Annual Comprehensive Appraisal Score for RAVE.
- **Student Achievement Data** is analyzed to determine the teacher and/or campus value added growth score. Value added growth count s as **40%** of the teacher's Annual Comprehensive Appraisal Score for RAVE.

Formative observations are conducted in spring and fall. Collaborative conversations, goal setting and action planning take place after each formative observation. Administrative Walks and Walks for Learning are ongoing. Improvement of teaching practice, informed by the assessments and guided by the action plans, is an ongoing activity. PDAS Summative Annual Appraisal is used for contract renewal in early spring. GISD RAVE Observation Protocol Summative is at the end of the school year. Value added measures based on campus/teacher/student linkages are calculated annually upon receipt on state achievement score.

Teachers complete a self- reflection outlining the skills, concepts they want to learn in order to improve their practice. In the GISD Comprehensive Appraisal Process, The district requires that the teacher identifies three Student Expectations that he/she will commit to learning at the highest level of proficiency. This is included in the self-reflection and as part of the teacher's action plan.

The observation protocol consists of four domains and 18 indicators which are rated as "unsatisfactory, basic, proficient and distinguished. A rubric outlines the teaching behaviors for each of the ratings. Campus administrators observe and rate teacher performance based on evidence that is gathered, a collaborative conversation with the teacher prior to scoring.

Domain I: Content Knowledge and Planning

- a. Teacher lesson reflects planning for deep understanding of content.
- b. Teacher provides learning experiences that connect new knowledge with prior learning.
- c. Teacher's planning anticipates and addresses common misconceptions.
- d. Teacher selects, organizes, adapts and uses appropriate learning materials to address students' learning needs.

Domain II: Climate and Culture

- a. Teacher develops an environment that promotes intellectual rigor and high expectations
- b. Teacher demonstrates awareness of individual differences in a culture of high expectations
- c. Teacher establishes and maintains a safe, culturally sensitive and emotionally secure environment for all students
- d. Teacher effectively manages the learning environment to promote and support instructional goals

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Domain III: Understanding and Addressing Student Learning Needs

- Teacher uses multiple forms of formative assessments to check for understanding, determine student learning and inform teaching.
- Teacher uses questioning strategies that encourage students to think at high levels and determine depth knowledge.
- Teacher provides specific, timely and actionable feedback on assessments and/or assignments.
- Teacher ensures students self-assess and monitors their own progress relative to goals.

Domain IV: Facilitating Student Learning

- Teacher provides rigorous, challenging and standards-focused learning experiences for all students.
- Teacher uses appropriate research-based instructional strategies to develop academic knowledge, skills and concepts.
- Teacher effectively and appropriately integrates 21st Century skills with the lesson.
- Teacher engages students in the learning process.
- Teacher differentiates the lesson to address diverse student learning needs.
- Teacher uses appropriate scaffolding techniques to develop academic knowledge, skills and concepts.

Observers do not score the protocol until they have gathered evidence to support their ratings and have held a conversation with the teacher about the lesson. On the scoring document is a reminder that reads: “**Domain Scoring: to be completed after evidence is analyzed and the collaborative conversation has been held.**” The district wanted teachers to be collaborative participants who reflected on their practice and who interacted with the **observer** about their practice rather than focus on a score. Teachers are very much part of the process. They share their assessment of the lesson, their self-assessments of their teaching performance, and their professional development needs. Prior to any observation, campus administrators have interacted with teachers through PLCs, personal conferences, and faculty meetings. Campus leaders have facilitated the teachers' selections of the Student Expectations for growth through the analysis of STAAR data.

Funding from The Educator Excellence Innovation Program will assist the teachers in gaining a deeper understanding of the Texas Essential Knowledge and Skills and the tested Student Expectations. Through content specific professional development, teachers will work collaboratively with their horizontal and vertical teams to unpack the TEKS so that students understand the standards and can transfer their learning in meaningful ways. Teachers will ensure that every student meets the state's performance standards in all indexes. The funding will allow the district the opportunity to establish an incentive program that rewards teachers for making strides in Index 2 – Student Progress and Index 3 – Closing the Achievement Gap. Teachers conversations will center around improving their practice which will in time will increase student performance measures.

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Dedicated Planning Time

Every teacher in GISD participates in a Professional Learning Community (PLC) a minimum of once a week. Some campus teams have an assigned day for each grade level team or content area to meet. The purpose of the meetings is to monitor the progress each student is making and to work together as professionals to determine next steps. Every campus has identified priority TEKS (Texas Essential Knowledge and Skills) based on their campus STAAR performance. Teacher teams have selected priorities for their grade levels or their content areas. The teachers have committed to learning six tested Student Expectations (SEs) each school year while they continue to address all of them. The majority of the core teachers (Reading/ELA, mathematics, science and social studies) and at the elementary level grade teams have the same planning time daily. This provides teachers the opportunity to work together collaboratively to discuss and share pedagogical strategies. The Administrative teams use their walkthrough data and teacher surveys to help determine professional development needs. On one campus, the teachers shared that they needed someone to model techniques for assisting students in drawing inferences. The teachers used their PLC time to have one of the district's reading specialists demonstrate strategies.

Teachers also use the time to review student performance data and teacher performance data. They analyze their team's results, their personal results and each student's outcome. As a team, they worked together to determine interventions/strategies that need to be implemented. In addition to PLC time, all campuses conduct weekly faculty meetings. Some of the faculty meetings are dedicated to professional development. The professional development addresses a need identified by the campus and may include presenters from the Service Center, webinars viewed by the entire faculty, book studies, peer sharing, action research.

Focused, Targeted Planning

Every campus has a data room. Student data are arranged in quintiles and are posted so that teachers can monitor the progress of students. Teachers can physically chart the learning progress of their students on the data walls by moving index cards or stickers, etc. The visuals from tracking the progress initiate rich discussions around the strategies that need to be implemented for students to make greater gains. Teachers get specific to the student expectations, the process skills, and the standards they must ensure students master. Teachers access the data room after every curriculum based assessment, benchmark or reading assessment. Teachers at the elementary level are more cognizant of tracking student reading progress through running records. The meetings in the data room are scheduled by teams or departments.

Intra-district PLCs

As a result of the elementary Balanced Literacy implementation, the middle school principals began to research effective instructional strategies to implement in middle school. Rather than work as a team of administrators, they decided to include teachers as part of their learning team. The middle school teachers along with the middle school principals researched and developed a Secondary Literacy Framework for GISD middle schools. The Framework concepts are Writing to Learn, Questioning, Goal setting, Scaffolding, Talking to learn, and Literacy Groups. Teachers from each of the middle schools selected a concept from the framework to develop as part of their own expertise so that they could practice their work at the campus level and share with their campus peers. The "like" groups meet monthly to share their progress and to learn from each other. Release time is provided if needed. Regardless of the middle school campus, evidence of the Secondary Literacy Framework is prominent. This initiative was started as a result of discussions around walkthrough observations. The EEIP grant will assist GISD in developing many of these teachers into teacher leaders.

Embedded Professional Development

Galveston ISD is committed to providing teachers time to learn and grow. After each of the four observations, teachers reflect on their practice and update their professional learning plan. Teachers have opportunities to engage in book studies around topics that they have identified. Teachers work with content specialists and their peers to refine their skills. Release time is provided for teachers to observe colleagues in their buildings or at other campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Galveston Independent School District is committed to continuous learning for all educators. In order for the district to accomplish its vision for students to be college and career ready, professional development is essential. Teachers participate in professional development that is tailored to meet their needs. Teachers also participate in professional development activities that meet the needs of the campus and are aligned to the district's mission and goals. Because GISD has decided that all teachers should be eligible to receive financial awards for improvement, the district is committed to helping teachers achieve at high levels. Teachers' evaluations are based on teaching skills, knowledge and responsibilities and performance standards. Professional development is essential to help teachers meet their personal and professional goals.

Planning

At the district and campus level, professional development plans are driven by data. Data used to determine needs include student assessment data; teacher/administrator observation data (formal and informal); perception data obtained from parents, students, teachers, and administrators; discipline and attendance data. Teachers develop personal learning plans and assist campus administrators in developing a campus plan which supports the learning that needs to occur for campus growth. The coordinator for Teacher Incentive Fund asks principals to submit their campus professional development plans in the Spring of the preceding school year so that the district can determine the resources (human and financial) to accommodate campus needs. The district allows campuses to contract for the services they need.

Teachers work together in Professional Learning Communities to analyze their data and to plan what they need to make improvements for students. As an example in GISD, the middle school principals determined that students across the district would be better served if they had a common framework. The principals initiated a Secondary Instructional Framework study for middle schools. The initiation began with the principals sharing articles with teachers in the Spring of 2013 so that the teachers would have time to take one of the elements of the framework, become an expert in that element and implement a practice as a result of their study. The teacher/administrator team developed a plan to roll out the framework for all middle school teachers and to address elements of the framework weekly.

The district secured the assistance of Teachscape to help develop observation tools for administrators and teachers. Teachscape provided training to District Level administrators for observing campus principals and provided training to campus level administrators for observing teachers. They also provided training to teachers on the observation protocols. After a semester of implementation, the professional development needs for administrators and teachers surfaced. Principals needed to refine their conferencing skills and learn techniques for helping teachers to reflect on their practice, and teachers needed support on items identified in the protocol.

Implementation/Facilitation of Professional Development Activities

Professional development is delivered in a variety of ways. GISD teachers have common planning times. In addition, 10 of 11 of the District campuses have a data room where teachers come to review, discuss and plan next steps to help students and each other move to the next level. All GISD teachers participate in Professional Learning Communities. The teachers and campus instructional leaders delve into learning new skills or refining a practice together through book studies, webinars, peer sharing, online courses, blended learning. Teachers have access to instructional specialists and mentors who can support them in their learning through demonstrations or classroom modeling.

The district has also secured external instructional specialists through the Education Service Center, lead4ward, Agile Mind, and Capturing Kids Hearts who make regularly scheduled visits to campuses to support teachers in their implementations of specific initiatives. The specialists spend a day with teachers observing, coaching and providing feedback. They assist teachers in refining instructional plans and make suggestions for improving their implementations. The teachers have permission to email these individuals if they need have questions or need additional support on site support.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 082904

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD was a recipient of the Teacher Incentive Fund Award in 2010. As a result of the funding, the district initiated a pay for performance system that requires staff to meet three areas of proficiency before being considered for compensation. The three areas are professional development, student achievement, classroom observations. TIF student achievement is based on converting STAAR performance to a norming group. A value-added score is then determined based on previous testing data for each student. If a teacher has at least seven students with data, they can receive a value-added score.

The Strategic Compensation Plan under EEIP will allow the district to align teachers' pedagogical growth and student performance. Collaborative coaching and feedback based on frequent observations (formal or informal) will assist teachers in acquiring an observation score of "proficient" which is one of the criterion the teacher must meet in order to be eligible for performance compensation.

With the implementation of the Strategic Compensation Plan under EEIP and encourage retention of effective educators, teachers/administrators must return and have a campus assignment the following school year in order to receive the Pay for Performance award unless the employee is retiring.

The following categories of educators will be eligible:

- K – 3 reading teachers for early reading success using the DAR
- K – 3 mathematics teachers for mathematics success using a diagnostic to be determined
- All teachers responsible for STAAR/EOC test, Index 2, Index 3
- Effective teachers at high risk schools or effective teachers willing to transfer to high risk schools
- STAAR/EOC teachers for campus distinctions earned (maximum.3)
- Administrators for campus distinctions and for meeting system safeguards

Employee Categories

K – 3rd teachers (reading/mathematics), STAAR/EOC teachers, Principals, Assistant Principals, Instructional Facilitators/Coaches

Elementary Reading Teacher K – 3

Must be proficient on Summative Teacher Observation Protocol to be considered for award

Data group will be student present at PEIMS snapshot

Data will be collected using DRA2 or district designated reading assessment

Data will be EOY aggregated by campus, by grade level

All students will be included in the norm group except identified life-skills students

	Standards	TIER 1	TIER 2	TIER 3	INCENTIVE
Fluency	1 – 60 wpm 2 – 90 wpm 3 – 120 wpm	Y1 – 80% Y1 – 85%	Y1 – 85% Y2 – 90%	Y1 – 90% Y2 – 95%	T1 – \$500 T2 – \$750 T3 – \$1000
DRA2 Reading Level	K – level 3 1 – level 16 2 – level 28 3 – level 38	Y1 – 80% Y1 – 85%	Y1 – 85% Y2 – 90%	Y1 – 90% Y2 – 95%	T1 – \$500 T2 – \$750 T3 – \$1000
<i>In order to qualify for the distinction awards, a grade level must have meet a minimum of one of the above TIERS</i>					
Distinction Incentive		15 % of students reading above DRA2 grade level proficiency	20 % of students reading above DRA2 grade level proficiency	30 % of students reading above DRA2 grade level proficiency	T1 – \$750 T2 – \$1000 T3 – \$1250
Maximum Award					\$3250

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Content Area STAAR /EOC Teacher, Principal, Assistant Principal, Instructional Facilitators/Coach

- Must be proficient on Summative Teacher/Administrator Observation Protocol to be considered for award
- Campus must have **Met Standard** in order for Administrators and Instructional Facilitator and Coaches to receive award

Data group will be students present at PEIMS snapshot

Index 2 Targets – Elementary 30 Middle school 29 HS 17 AE = 9**Index 3 Targets** - Elementary 55 Middle School – 55 HS – 55 AE = 30*(if the state adjusts the targets the table may be adjusted accordingly)*

- In order to receive the additional high risk incentive a teacher/administrator must have a job assignment at an identified high risk campus
- If a teacher/administrator earns an award at a non-high risk school and is willing to take an assignment at a high risk school the following year, this incentive will be added to their current award

	TIER 1	TIER 2	TIER 3	INCENTIVE		
				Teacher	Assistant Principal/ Instructional Facilitator/ Coach	Principal
Index 2 STAAR/EOC Performance growth	Y1 – 5 Y2 – 10 Y3 – 15 <i>points above target</i>	Y1 – 15 Y2 – 25 Y3 – 35 <i>points above target</i>	Y1 – 25 Y2 – 40 Y3 – 55 <i>points above target</i>	T1 –\$1000 T2 – \$2000 T3 – \$3000	T1 –\$1000 T2 –\$2000 T3 – \$3000	T1 –\$1500 T2 –\$2500 T3 – \$3500
Index 3 STAAR/EOC performance – closing the gap	Y1 – 5 Y2 – 10 Y3 – 15	Y1 – 10 Y2 – 20 Y3 – 30	Y1 – 20 Y2 – 30 Y3 – 40	T1 –\$1000 T2 –\$2000 T3 – \$3000	T1 –\$1000 T2 –\$2000 T3 – \$3000	T1 –\$1500 T2 –\$2500 T3 – \$3500
High Risk School Incentive	Awarded for TIER level earned, one per Index, maximum 2 TIERS			T1 –\$1000 T2 –\$2000 T3 – \$3000	T1 –\$1000 T2 –\$2000 T3 – \$3000	T1 –\$2000 T2 –\$3000 T3 – \$4000
Distinction Incentive	1 Distinction	2 Distinctions	3 Distinctions	T1 –\$100 T2 –\$250 T3 – \$500	T1 –\$250 T2 –\$500 T3 – \$750	T1 – \$ 500 T2 – \$1000 T3 – \$1500
System Safeguards	≥80 %	≥85	≥95	T1 –\$100 T2 – \$250 T3 – \$500	T1 –\$250 T2 –\$500 T3 – \$750	T1 – \$500 T2 – \$1000 T3 – \$1500
Maximum Award				\$13,000	\$13,500	\$18,000

- K – 3 mathematics incentive will be implemented second year after deciding appropriate instrument for measuring progress.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Steps for recruiting and hiring

Galveston ISD is aggressive in its search for quality candidates. The District finds the majority of its teacher candidates from Texas universities that have teacher education programs. The University of Houston Clear Lake and the District have worked collaboratively to establish a Student Teacher Induction Program which consists of student teachers working in three of the District schools for a full year. This relationship provides the principals an opportunity to observe the aspiring teacher candidates multiple times in multiple settings. Talented candidates have an advantage because Human Resources Department is able to give "letters of intent" to hire a student teacher upon completion of certification with the University. In addition to its working relationship with UH, GISD also accepts student teachers from other schools. Galveston ISD Human Resource recruiters attend the Spring and Fall teacher job fairs.

General hiring procedures are as follows:

- All newly created positions must be Board approved
- Job descriptions are created, reviewed, and approved
- Approved job descriptions are posted to the GISD website/TV and/or publications for 10 days or until filled
- Human Resources houses all applications and resumes received for the posted positions
- Principals/Directors/Supervisors review all applications pertinent to them after 10 day posting
- Principals/Directors/Supervisors review all applications and use a matrix to screen applicants to determine who will be interviewed
- Principals/Directors/Supervisors contact applicants for interview
- Interviews are conducted with a committee using a standard set of questions for each applicant (scores based on 1- 10)
- Principals/Directors/Supervisors conduct reference checks on top candidate
- Principals/Directors/Supervisors makes recommendation to HR with a projected start date
- HR runs background/fingerprinting and determines if credentials meet HQ (highly qualified) for the assigned position
- Candidate completes paperwork and may start upon completion of paperwork if determined by HR not by the start of the position
- New hires are issued contracts after Board approval
- Superintendent or Designee – Chief Human Resources, Student Services and Communications Officer approve all other recommendations
- Campus/Department maintain records of all interviews including matrix

Early hiring practices

The Human Resources Department provides a teacher survey form in early spring to each campus principal. The survey assists principals in gathering information about the teacher's intent such as the teacher's interest to move to a new grade level. The survey also gives the opportunity to encourage early notification of any employees that may wish to retire or resign. Prior to the budget cuts three years ago, GISD was able to offer a small incentive to encourage early resignations through the GISD Voluntary Early Resignation Incentive and the GISD Early Exit Incentive. Employees who volunteered to resign early received a designated amount of money according to their years of service when the employee completed resignations/EXIT documents by a designated time. Employees who completed resignation papers by a designated date received a predetermined amount of money by the due date. Both of the incentives allowed HR to post vacancies at an early time and allowed principals to begin to hire before the actual College recruitment period began. The Early Exit Incentive allowed GISD the opportunity to hire experienced teachers and top college prospects because HR recruiters knew what positions were open earlier than they would have known otherwise. Unfortunately, the practice had to be eliminated because of district budget constraints. The Educator Excellence Innovation Program would provide GISD another opportunity to implement an effective practice.

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Evidence used to determine quality of applicant

After posting positions, all applications are screened to determine:

- Educational degree level
- Certification area
- Career path (student teaching, alternative certified, or out of state)
- Experience level

Campus administrators use rubrics to screen and select applicants to interview. Many campus administrators require prospects to demonstrate their teaching in a mini segment before making a final determination. Potential candidates also bring samples of their work to show evidence of student success. Candidates may be presented hypothetical situations or data for review so that they can demonstrate their problem solving skills. All hiring processes and procedures for GISD are available in Human Resources upon request.

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Galveston Independent School District recognizes the importance of developing leaders among its teachers –growth and promotion within. The district sponsors a leadership development academy to support teachers who have an interest in honing their skills. The academy provides teachers with the opportunity to access their talents and interests through an interest inventory. Teachers also learn techniques for interacting with their peers, parents, and community. They gain additional insight into other roles in the district that may have been unknown to them such as Finance, Human Resources, Special Populations, Curriculum and Instruction. Teachers who choose can pursue careers in GISD as campus/district administrators, instructional specialists, department team leads, PLC Leads, mentors, pedagogy coaches.

In order to grow teachers, the district encourages teachers to serve on their Campus Improvement Planning Teams, the District Education Committee, the District Leadership Team for Assessment Development, the RAVE Advisory Board, and curriculum teams. Not only does the district encourage teachers to participate in their Professional Learning Communities, but teachers are also encouraged to present at local, state and national conferences to share their knowledge and pedagogical skills for improving student achievement, student behavior, and dropout prevention. Teachers and administrators participate in Action Research. Our high school team presented its Action Research at state conferences sharing effective practices for building a successful student mentorship.

GISD supports teachers who choose to enroll in university programs to earn additional degrees as well. The District has MOUs with two area universities which allow teachers to have their tuition deducted from their paychecks. District level administrators serve as mentors and coaches for teachers who are aspiring to enter into administration. Teachers rather than administrators serve in administrative capacities in the district's summer programs. Teachers who acquire additional certifications for which our district has a need are reimbursed their expenses for doing so.

Teachers serve as mentors and coaches for other teachers in the district. Those who do so go through professional development for working with peers. Teachscape provided at the elbow training for teacher leaders so that they could use the District's Non-evaluative Walk-through Tool to provide feedback. The tool has a set of classroom "look-fors" that are collected to help determine staff development needs for a grade level or a campus. Teachers or administrators walk through classrooms for 3 – 5 minutes to capture what is occurring during that time. Teacher names are not recorded. The intent is to have a snapshot of what is occurring in a content area or in a grade level rather than a teacher specific class. Teachers who provide coaching to other teachers are not encouraged to evaluate them. Their role is to support.

Teachers collaborate with other faculty and staff to improve overall student performance on campus and across the district. Teachers work in Edmodo groups or other social media professional sites to gain expertise or to share expertise. Teachers share resources through the district's intranet site as well. GISD fully expects to support teachers advancing their careers within the district.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking a waiver

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not seeking a waiver

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking a waiver

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking a waiver

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Galveston Independent School District is applying for the Educator Excellence Innovation Program grant to continue in its efforts to provide a comprehensive system for improving educator effectiveness and ensuring that every student, especially students in high risk schools has capable, highly skilled teachers and administrators who will help increase student achievement. The Educator Excellence Innovation Program grant will allow the district to accomplish six things: 1)strengthen its Induction and Mentoring Program; 2)enhance its efforts to foster collaboration and focused conversations on improving instruction among teachers and administrators as a result of observations and performance appraisals; 3) align professional development to improve instructional practice and to encourage teachers to share best pedagogical strategies; 4) develop a compensation plan aligned to the current state accountability system rewarding teachers for making gains in Index 2 and Index 3; 5) recruit and hire best available talent with incents to serve at high risk schools; and 6) create strategic career pathways to develop teachers as leaders. In 2010, the District was a recipient of the Teacher Incentive Fund (TIF) Award and began work around the development of Teacher and Administrator evaluation tools to help grow effective educators. The focus with the TIF Award has been to compensate educators (teachers and administrators) for growing their students, participating in high quality professional development, and for retaining effective educators.

EEIP is ideal for meeting the needs of GISD to take the work that has been done around educator excellence to a new level. We would be able to strengthen our plan to increase student achievement in high needs schools and high needs academic areas. Funding from EEIP would allow us to pay teachers more for their work in high needs areas. Currently, GISD is unable to compete with higher paying districts in the Houston/Region 4 area. With our plan for educator incentive pay, GISD would be able to increase the recruitment and retention of highly qualified educators by promoting the pursuit of advanced degrees and multiple certifications. It would also allow us to institute a more comprehensive recruitment and retention effort through the use of on-going data gathering and needs using exit surveys, exit interviews, entry surveys and entry interviews. The data from this activity would provide our HR Department additional information about the status of entry (recruitment data) and exit (retention data) than we have now.

In addition, we would be able to expand our Mentoring Program from one year to three years with a comprehensive professional development component that adds value for new teachers. Over a three year period, GISD has lost 33% of its new teachers after their first year **which is above state averages and national norms for teachers vacating the profession after year one** validating the need to put additional supports in place to retain our human capital investment. Funding from the grant would ensure the success of a district-wide Excellence Innovation Plan for developing our current highly-qualified teachers and administrators and retaining them in the district. It would allow for additional professional development and support systems (mentoring, etc) that are proven to retain new teachers. In addition, we would have a mechanism to track and correlate all of our PD directly to specific student achievement.

Galveston ISD is considered a property-wealthy (Chapter 41) district because of a tax base made up primarily of vacation homes. Many residents live at or below the poverty level, with the estimated per capita income of \$24,767. Most GISD students are minority (75%) and low-income (72.8%) yet the district must send \$10 -\$12 million dollars back to the State. Because of the district's financial obligations, educators' salaries were frozen for four years. The TIF Award allowed GISD to reward effective educators for growing students academically. Our current TIF compensation is not aligned to STAAR and although STAAR and EOC data are considered for the TIF award, some teachers are penalized for their students' performance. In our TIF Award, teachers who grew students by one year were eligible for compensation; however, teachers of high achieving students in our current plan may be disadvantaged for not meeting a year's growth. Funding from EEIP will allow GISD to align educator payouts to the new Texas Accountability System, acknowledging those teachers and principals who meet the state's performance indexes.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014	Correlate Teacher STAAR4Ward PD to 6 Targeted SE's – Improved Teacher Performance
	Begin Revisions for Compensation System
	Establish baseline data for mathematics and reading to measure improvement
	Develop and refine content assessments for reading and mathematics
	Create advisory team for mentoring program/Establish regular meeting times
	Recruit in district effective teachers for high needs campus
May 2014/2015/2016	Develop process/plan to assess effectiveness of PD delivered to teachers including PLCs
	Review local and state performance data
June 2014/2015	Hire two additional mentors/pedagogy coaches
	Define guidelines for Early Exit Incentive
July 2014/2015/2016	Review district and campus STAAR and EOC performance data
	Develop PD plans for Mentors
August 2014/2015/2016	Establish and communicate new Student Expectation Targets
	Obtain Board approval for Teacher and Administrators
	Implement STAAR4Ward/Teachscape Professional Development
	Inform all stakeholders of Strategic Compensation from EEIP
October 2014	Obtain Board Approval of Early Exit Compensation
November 2014/2015	Announce Early Exit Incentive Guideline
December 2014/2015	Distribute Incentive Pay based on Revisions made to Strategic Compensation Plan
January - February 2015/2016	Recruit and Hire New Teachers based on Early Exit Data
	Retain effective teachers
April 2015/ 2016	Refine content assessments for reading and mathematics
July 2015/ 2016	Report Progress to School Board and other stakeholders

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educators throughout the district participated in a needs assessment for the Educator Excellence Innovation Program which asked them to identify the priorities that were important to them by checking all that applied. -"The District should continue to support teachers/administration in the following ways: professional development, coaching and mentoring, compensation and incentives, new teacher mentoring program, administrator leadership program, walk-throughs, observations, early exit incentive and other (participants could write in)." They were then asked to rank order their top priorities. They worked in campus teams to build consensus as to what the top priorities were for the school. The principals provided a copy of a draft of the district's Educator Excellence Innovation Plan to faculty and staff and provided them to review it, discuss it, submit comments and questions. Participants signed a sheet verifying that they are aware of the contents of the plan and are willing to participate in the program. Signatures are on file in the Assistant Superintendent's office.

Members of the District Education Committee also had the opportunity to review the District's Educator Excellence Innovation Plan, provide feedback and rank or priorities.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses within the District with exception of KIPP will participate. Galveston ISD contracts with KIPP to serve students. GISD has no jurisdiction over personnel or curriculum with KIPP. Although they are an in district charter, GISD does not supervise the principals. Participating schools include the following:

- AIM College and Career Preparatory Academy
- Austin Middle School
- Ball High School
- Central Middle School
- Crenshaw Elementary and Middle School
- Early Childhood University
- Morgan Elementary
- Oppe Elementary
- Parker Elementary
- Scott Collegiate Academy
- Weis Middle School

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